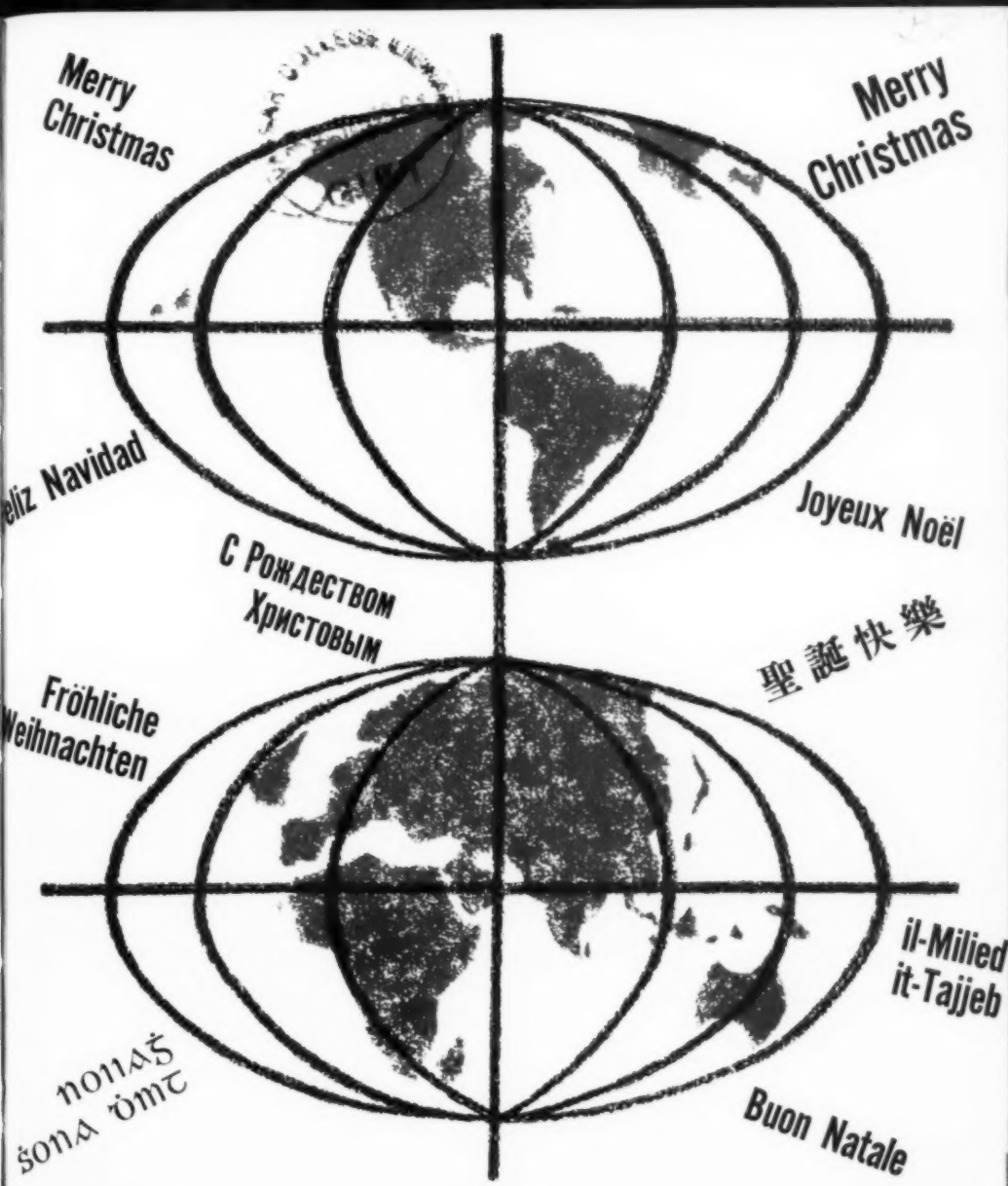

Bulletin to the Schools

December 1960 Volume 47 Number 4
The University of the State of New York

THE UNIVERSITY OF THE STATE OF NEW YORK

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With years when terms expire

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EDITORIAL STAFF

MILDRED S. WINSLOW, *Associate Editor* EUGENE L. SOARES, *Assistant Editor*

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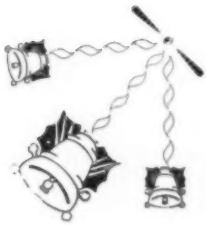
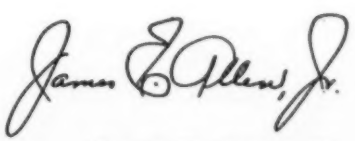


AS THE CHRISTMAS SEASON *approaches we are reminded that our profession at its best is characterized by those who strive to give of their talents for the enrichment of the lives of others.*

Never before in recorded time has the need for unselfish giving of our talents been greater.

Let us once again, during this Christmas Season 1960, commit ourselves to give freely of those talents which we as teachers are privileged to dedicate to the enrichment of the lives of the young people with whom we work.

On behalf of the Board of Regents and all of my colleagues in the State Education Department, I extend to you warm greetings and the wish that peace, health and happiness will be yours during the Holiday Season and throughout the New Year which lies ahead.



JAMES E. ALLEN, JR.

Education's Part in World Leadership

Commissioner Allen envisions American system of education becoming model for United Nations

CORRELATING THE SIGNIFICANCE OF United Nations Week with the part education should play in maintaining American prestige among the countries of the world, Commissioner Allen has expressed the hope that our country's ways of education may seem a model worthy of emulation.

At the annual banquet of the State School Boards Association, held in Syracuse October 24, Dr. Allen said that that date, marking the beginning of United Nations Week, has special significance for "all of us who hold positions of trust and responsibility in education." The Commissioner pointed to the growing importance which is attached to the United Nations in this country and the frequency with which our standing in the U.N. has been cited as a measure of our prestige as a nation. He added:

> It is well that we are concerning ourselves with this question of strength as a world power. In doing so we in education should bear in mind that the question has special meaning for us, because all of the things upon which strength and prestige depend stem from the work of our educational institutions.
>
> Thus, what we teach and how well we teach it becomes ever more important. The knowledge and skills our youth acquire, the breadth of their understanding, their ability to think, the values they hold, what they believe and how deeply they care — all these things have profound meaning for our prestige and influence as a nation on the peoples of the world.
>
> It is important also that all of us in education — teachers, administrators, school board members, commissioners, Regents — embody in our daily lives, in our actions, all those things for which our schools stand. We must be the sort of people we want our children to grow up to be. We must, in our conduct, be true to our ideals and ideas so that these ideals and ideas will have force and meaning for other peoples of the world.
>
> School board members who put personal interests above the welfare of the schools, administrators who compromise with quality, teachers who seek answers to grievances through unprofessional conduct and violation of the law, undermine our strength at home and our prestige abroad just as surely as, and perhaps more grievously than, would any lag in economic growth or failure in national defense.
>
> A nationally known columnist points out quite rightly, I believe, that prestige cannot and should not be equated with popularity. But it is undeniable that what we stand for and the "image" we present to the world are of supreme importance to our future and to the future of all peoples everywhere. Throughout the world new nations are emerging — with such rapidity that we really need a "map of the week" to keep geographically up to date. These nations, uncommitted, hold the balance of power in the struggle between the Communist and the Free World. Their choice will determine not only their future but ours as well.
>
> If we are sincere in our dedication to freedom, we must covet it not only for ourselves but for all peoples.

Our concern for these emerging nations must be to exert our influence in ways which will help them to discover their own paths toward the freedom and dignity and improved standards of living which are now possible for them.

As these new nations achieve *in*dependence they begin to understand their *de*pendence on the education of their peoples for the realization of their goals. Here then is new opportunity and responsibility for the educational system of America.

Our educational system is based on freedom and has been carefully and thoughtfully planned to nurture and preserve freedom and to support and undergird democracy. We would hope then that as new nations plan for the education of their peoples, they would see in our schools, our ways of education, a model worthy of emulation — not necessarily in details of structure, or curriculum — but in those principles which are the foundation of our system. We would hope that the results of our educational efforts would convince them that national strength and prestige can be achieved by educating for the freedom of the individual; that education for the State — education such as Russia has — is not the way to have truly dedicated and responsible citizens. Our schools must demonstrate that education based on the dignity and worth of the individual is the surest source of strength and power.

More and more our schools will be subjected to worldwide scrutiny to judge whether our system and principles *are* worthy of emulation. The opportunity and responsibility this affords are ours.

Thus, the task of education in a democracy, which must assume a role of world leadership, is twofold: First, of course, to provide greater and more thorough understanding and knowledge of the world, and second, to demonstrate the soundness and practicality, the worth, of freedom of the individual as a basis for a system of education.

We must, therefore, strengthen and maintain our system of education, not only for our needs, but as an example to the other nations of the world of how an education system based on freedom — freedom of the individual — can best gain for them the freedom they themselves want and must have.

Cornerstone Ceremonies Observed

Students and members of the Board of Visitors at the New York State School for the Blind participated in cornerstone ceremonies late in October at the school's new primary building, Knight Hall.

Principal Paul H. Ruhland conducted opening ceremonies and Mrs. Nan McShea, chairman of the Board of Visitors, spoke briefly. Appropriate documents of the times, literature about the School for the Blind and letters from State officials were placed in the cornerstone box.

Construction on Knight Hall was started in 1959. Robert LaBarge is serving as senior superintendent of construction on the job representing Larry J. Honan of the New York State Department of Public Works. The building with complete resident as well as educational facilities for about 50 primary grade children will be ready for use in September 1961. A formal dedication program is planned for that time when the building is ready for occupancy in the fall of 1961.

School Administrators' Conference

A total of 180 persons attended the conference for beginning school administrators held on November 3 and 4 in the State Education Building. Of these, 63 were elementary principals or supervisors and 117 were secondary personnel or responsible for district programs involving both elementary and secondary grades.

The small group discussion periods with Department subject specialists were very popular and proved quite helpful to the conference participants, it was reported.

A DISCUSSION group at the conference for beginning school administrators included, from left to right: The Reverend Anthony F. Antinello, assistant superintendent, Catholic Schools, Diocese of Brooklyn; Commissioner Allen, State Education Department; Colvin J. Generaux, supervising principal, Genoa Central School; Robert A. Estes, principal, Craig School, Niskayuna, and Dr. Byron Evans, superintendent, Saratoga Springs High School.

Rock and Mineral Specimens Offered

The State Museum has made available to teachers a set of 30 New York State rocks and minerals, together with a descriptive leaflet, which may be borrowed for a period of one month.

The leaflet has been reissued in booklet form so that it may serve teachers as a permanent reference. In addition to an introduction to the study of rocks and minerals and a description of the 30 specimens, the new addition contains maps, an updated bibliography and a request form for teachers to use in ordering the loan set. Those interested are asked to write to Office of Museum Education, State Museum, State Education Department, Albany 1.

Newly Named Group Elects Wyckoff

Philip A. Wyckoff

The organization formerly known as the New York State Association of District Superintendents of Schools is now, according to its new constitution, known as the New York State Association of School District Administrators. The new organization came into being on October 5 at the 49th annual convention held at the Queensbury Hotel, Glens Falls.

Included in the business of the convention was the election of Philip A. Wyckoff, district superintendent of schools, Frankfort, as president of the association. Other superintendents elected to office are: president-elect, Dr. John P. McGuire, Huntington; vice president George R. Daulton, Bath; secretary Otto J. Stewart, Medina, and treasurer, H. Eugene Wieand, Walton.

Named as members of the association's executive committee are past president, John W. Harrold, Ellenburg; third judicial district, Lester J. Roosa, Stone Ridge; fourth judicial district, Wesley D. Ehle, Massena; fifth judicial district, Harold S. Hausner, Mohawk; sixth judicial district, Chester A. Lacy, Marathon; seventh judicial district, John E. Loveless, Clifton Springs; eighth judicial district, Victor H. Blom, Attica; ninth judicial district, Bernard L. Bryan, Valhalla, and, tenth judicial district, Walter M. Ormsby, Patchogue.

The 50th convention of the association will be held at the Statler Hilton Hotel, Buffalo, on October 3–5, 1961.

March 31 Is Photo Awards Deadline

Again this year, the deadline for the Kodak High School Photo Awards is March 31. Placed once more on the approved list of national contests and activities by the National Association of Secondary School Principals, the contest offers 338 cash awards totaling $11,750. Due to its initial success last year, a color section will again be included in the contest.

Any student regularly attending a public, parochial or private high school, grades 9–12, in the United States or its possessions, is eligible to enter. Pictures taken since April 1, 1960, may be mailed up to *midnight of March 31, 1961.*

A selection of top winners will form a traveling exhibit, similar to the salons from previous contests now being circulated. They are available to high schools without charge or payment of mailing costs.

For further information regarding the contest, the free salon exhibit or for a supply of the literature, write to Kodak High School Photo Awards, Rochester 4.

Board Approves Appointments

THE BOARD OF REGENTS APPROVED NINE reappointments to State Boards and councils, at its October meeting.

Orrin O. Bigelow, Sherburne; Francis J. O'Brien, Albany; and Mearl D. Pritchard, Kenmore, were reappointed to the State Board of Pharmacy for three years from August 1, 1960.

Three reappointments for three years beginning November 1, 1960, were also made to the State Board of Examiners of Psychologists as follows: Frank S. Freeman, Ithaca; Harry V. McNeill, New York; and Jesse Zizmor, New York.

Reappointments for five years beginning October 1, 1960, were also approved for the Guidance Council and the Handicapped Children Council. Morris Krugman, Brooklyn, was reappointed to the Guidance Council; Irving Ratchick, Levittown, and Edward A. Stiles, New York, to the Handicapped Children Council.

Approval was also voted for the appointment of Helen Ott, Albany, to the Regents German Question Committee to serve from October through December 31, 1960. She succeeds Mrs. Ingeborg Lorensen of Pennfield Central High School.

At its October meeting, the Board of Regents approved one bond issue for $16,000 to purchase two schoolbuses for Central School District No. 1 of the Towns of Lenox, Lincoln, Fenner, Sullivan, Smithfield and the City of Oneida, Madison County, (Canastota). According to the State Constitution, as well as Local Finance Law, the consent of the Regents is required for bond issues for school improvements in city school districts where the cost of financing such improvements would be above the constitutional debt limitations. Approval of the Board of Regents is required in this instance because the district extends into the City of Oneida.

Charters Granted by Regents

At its meeting October 28, the Board of Regents voted to amend the charter of the North Country Library System, Watertown, serving Jefferson, Lewis and St. Lawrence Counties, to include Central Square Library, Central Square, Oswego County. Inclusion of Central Square Library brings the total number of member libraries in the system to 54. Jefferson County has 25 member libraries; St. Lawrence County, 19; Lewis County, 9 and Oswego County, 1.

The Regents took a number of other actions relating to charters.

Five-year provisional charters were granted to two other libraries — the Amherst Public Library, Amherst, and the North Babylon Public Library, North Babylon. The new unit in Amherst will replace the Williamsville-Amherst Free Library and will permit construction of two badly needed new library buildings, one in Williamsville, the other in Snyder. The

new buildings will make it possible to provide a high quality of library service to all residents of the town.

The North Babylon Public Library in North Babylon will provide library service for a hitherto unserved population in Suffolk County.

In another library action, the Regents approved extension of the provisional charter of Harrison Public Library, Harrison, for two years.

The Regents also took action on other charters for educational institutions. Two nursery schools were granted provisional charters for five years, the Bedford Village Nursery School, Mt. Kisco; the Niskayuna Nursery School, Niskayuna.

The Institute for Personality Study and Psychoanalytic Study Center, New York, was granted a five-year provisional charter. Purposes of the institute are mainly concerned with training and research in the areas of psychoanalysis and psychoanalytic psychotherapy.

Extensions Granted

Extensions of two provisional charters were granted as follows: Bethpage Nursery School, Bethpage, three years; Catan-Rose Institute of Art, Forest Hills and Jamaica, one year.

Mercy College, Tarrytown, was also granted a three-year extension of its provisional charter. The Regents also approved an amendment to the college charter to offer courses leading to the degrees of bachelor of arts and bachelor of science in addition to the degrees already authorized and to offer such courses to both lay women and members of religious communities. Currently Mercy College conducts courses for members of the Sisters of Mercy and other religious communities, leading to the degrees of associate in arts and associate in applied science. Change of location to a new campus at Dobbs Ferry, presently under construction, is recommended upon its expected completion in September 1961.

Other Amendments

Three other charter amendments were approved. Queensview Nursery School, Inc., Long Island City, will change its name to Queensview Nursery School and Kindergarten since it now operates a kindergarten as well as a nursery school.

The charter of St. Pius X Seminary, formerly located in two units at Montour Falls and Saranac Lake, was amended to locate both units in a new building at Graymoor, Garrison, Putnam County.

Name Changes

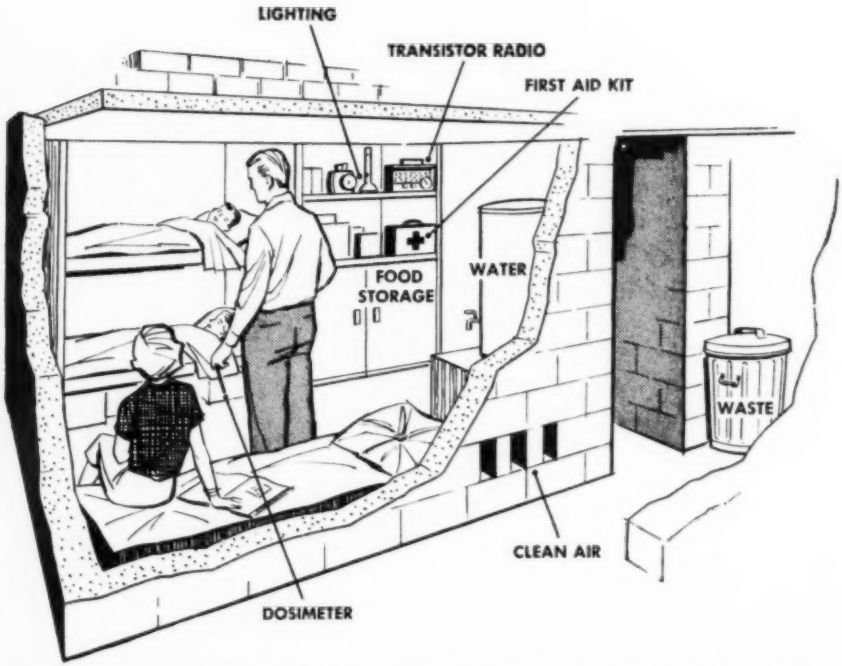
Changes in names were approved by the Board of Regents for the three following schools: Seneca Gorham-Potter Central School, Gorham, to Gorham Central School; South Junior High School, Watertown, to Case Junior High School, and St. Walburga's Academic School, Rye, to School of the Holy Child.

Dropped from Rolls

At the October meeting of the Board of Regents, three schools were dropped from the secondary school rolls. St. Joseph's Juniorate, West Park, has been discontinued. St. Mary's School, Medina, is no longer a secondary school. St. Michael's Diocesan School, Brooklyn, has graduated its last class and will have no further classes.

Survival for Tomorrow

Federal funds allocated to erect fallout shelters in State



SECTION of family fallout shelter to be built according to specifications of the Federal Office of Civil and Defense Mobilization. Thirty-eight such shelters have been authorized to be built at high schools throughout New York State during the present school year.

RAYMOND R. HUNTER
Coordinator, Civil Defense for Schools

IN THE DAYS AND WEEKS IMMEDIATELY ahead you will find groups of high school boys constructing family fallout shelters at 600 high schools throughout the United States. This program has been initiated by the Federal Office of Civil and Defense Mobilization in order to publicize the national shelter program and to demonstrate the simplicity of home shelter construction. Based upon population figures,

New York State has been allocated $9,500 to be used in the construction of 38 such shelters.

In New York State these shelters may be built in the school building or on school grounds outside the building. After construction, the shelters must be available for public examination for a period of six months. The school may make such disposition of them as it wishes after this time. Shelters are to be built according to the OCDM publication, *The Family Fallout Shelter*, which has already received wide distribution throughout the State.

In order to qualify for such a shelter, a local superintendent of schools must agree to have his high school students build the shelter *during the present school year* by signing an agreement form which, upon request, will be forwarded to him from the Education Department. Signed agreements are returned by the superintendent to the Office of Civil and Defense Mobilization through Lt. Gen. C. R. Huebner, director of the New York State Civil Defense Commission. Upon receipt of the completed agreement, $250 will be forwarded immediately to the superintendent of schools and construction may begin. While the price of construction materials (solid concrete blocks, 2-inch x 6-inch joists and 4-inch x 4-inch posts) may vary in different areas, the Federal agreement requires that in no instance shall the total cost exceed $250.

Geographic location of the shelters throughout New York State must be achieved. To accomplish this, Commissioner Allen has sent a letter to a selected list of superintendents describing the program and offering not more than 38 of them an opportunity to participate. Defense preparedness is a vital aspect of our daily lives and education for survival is a reality in the classrooms of New York State.

Counselor of Year Named at Alfred

RECEIVES AWARD: Mrs. Frances Young, director of guidance at Marion Central High School, displays plaque naming her "1960 Counselor of the year." At right, presenting the plaque, is Milo Van Hall, director, student services, at the Agricultural and Technical Institute at Alfred, as Dean Walter C. Hinkle looks on. Award is given annually by institute to area counselor for "interpreting two-year higher education to high school students."

Workshops for Teachers of the Blind

Workshops for teachers working with children who are blind and teachers serving children who are cerebral palsied will be sponsored by the Bureau for Handicapped children in March 1961, with the cooperation of boards of education and other agencies working with these children.

The Bureau and the Brooklyn Industrial Home for the Blind will sponsor jointly a workshop for teachers of blind children on Monday and Tuesday, March 13 and 14, 1961. Cooperating also in planning the sessions are the three residential schools for the blind in this State, the New York City Board of Education, the Nassau County Vocational Education and Extension Board and the second and third supervisory districts of Suffolk County. The two-day meeting will be held at the Industrial Home's Jamaica Center in Queens. The areas to be discussed will cover industrial arts, art education, physical education and home economics education. The workshop is designed for classroom teachers in these special areas who have one or more blind children in their groups and for full-time teachers of blind children.

A comprehensive workshop for teachers of children with cerebral palsy will be sponsored jointly by the Bureau for Handicapped Children and the United Cerebral Palsy Associations of New York State. Cooperating agencies include the New York City Board of Education, New York City Health Department, and the New York City, Queens, and Richmond chapters of the United Cerebral Palsy Associations. The workshop sessions are scheduled for March 2 and 3, 1961, at the Queens Chapter's Jamaica Center.

Conference Held in Buffalo

The Bureau for Handicapped Children, sponsored jointly with the State Commission for the Blind and the Buffalo Association for the Blind, on November 18, held a one-day conference concerned with the needs of multiply handicapped blind children. The conference was held in Buffalo, with more than 120 representatives in attendance from area schools, hospitals, colleges and children's agencies.

Also active in the meetings were representatives of the State Department of Social Welfare and the State Department of Mental Hygiene.

Mrs. Ferne K. Root, associate in education of visually handicapped, Bureau for Handicapped Children, served as chairman of the section on the mentally retarded blind child. Anthony J. Pelone, Chief, Bureau for Handicapped Children, addressed the luncheon meeting on "Our Present Challenge — The Multiply Handicapped Blind Child."

Also participating in the sessions on the mentally retarded blind child and the emotionally disturbed blind child were John P. Armstrong and Bernice B. Baumgartner, associates in education of mentally retarded.

Proclamation Issued to Council

AT A CEREMONY held recently in Albany, General Cortlandt Van Rensselaer Schuyler, Executive Assistant to Governor Rockefeller, presented the Governor's proclamation of Exceptional Children's Week to members of the Council for Exceptional Children. Present at the ceremony, from left to right, are: Wendell Andrews, assistant superintendent, Schenectady Board of Education and one of the conference chairmen; Bruce Shear, Director, Division of Pupil Personnel Services, State Education Department; Dr. Joseph Fenton, president of the New York State Federation of Chapters of the Council for Exceptional Children, and special assistant to the New York State Interdepartmental Health and Hospital Council; General Schuyler, and Mrs. Jane MacCallum, president of the federation, Mohawk chapter, and assistant, vision conservation, Bureau of Health Services, State Education Department.

Department Notes Enrollment Gain

PRELIMINARY FALL ENROLLMENT FIGURES from all colleges and universities in New York State indicate that total enrollments in October 1960 are up 5 percent over the 1959 figure.

Over 19,000 additional students were registered this fall with the total enrollment for both full- and part-time students rising to 398,000. This compares with approximately 379,000 at a comparable time a year ago. This year a higher percentage of students are reported to be enrolled on a *full-time* basis than last year. The total gain in full-time students is nearly 10 percent.

Enrollments of first-time freshmen are up almost 15 percent in private institutions and over 30 percent in public institutions. The largest percentage gain by institutional type was in two-year public colleges. These institutions showed a percentage gain over last year of over 40 percent; this includes total full- and part-time students.

The preliminary survey just completed by the Department is based on reports from all degree-granting higher institutions in the State, both public and private.

Detailed figures are now being compiled and will be released at a future date.

"Talent Searching" for Hidden Potential

The lack of guidance of many capable children, their ignorance of educational opportunities seen as spur for several Bureau projects

BERNARD A. KAPLAN
Associate in Education, Guidance

THAT MANY CHILDREN FROM FAMILIES of low socioeconomic status or culturally impoverished backgrounds do not reach their maximum level of academic development in our schools is now generally conceded. That something positive, dramatic and concrete can be done for this same group is increasingly evidenced. The markedly successful Guidance Demonstration Project, for example, was launched by New York City in 1956 and has been continued with increased emphasis and breadth ever since. (It is now called the Higher Horizons Project.) This project has produced some significant findings in this general area and has served to point up some important operational approaches.

It is generally recognized that children who come from disadvantaged homes often record scores on tests of mental ability that are not truly indicative of their full intellectual potential, and, moreover, that those who record comparable scores on tests of ability and aptitude are not likely to demonstrate the same level of achievement as do children from more privileged homes. Consequently, many of these disadvantaged students do not stay in school to graduate. Many select high school courses and programs which do not begin to tap their real academic or intellectual potentials, and many who, with proper and sufficient guidance, encouragement and long-range planning, might have been eligible for post-high school education do not pursue such education. Unmotivated, discouraged, ignorant of the opportunities and resources available to them, this group constitutes instead, both for themselves and for society, a tragic loss of unfulfilled promise.

In March 1960, the Bureau of Guidance approached a number of upstate city administrators to ascertain their interest in inaugurating "talent search" projects of varying designs and breadth. They were advised that under the National Defense Education Act, Title V-A funds would be made available to them for this purpose. Eight cities agreed to sponsor such projects to start April 1, 1960. Most of these were exploratory in nature in order to investigate local needs and resources, optimum approaches and rationales. (A Bureau supervisor was in close communication throughout the project in a consultative capacity.) Cities participating included Albany, Newburgh, New Rochelle, Schenectady, Syracuse, Utica, White Plains and Yonkers. Projects varied from intensified counseling and home visitation to a "saturated" junior high school group guidance program replete with a large variety of guidance reading materials and workbooks. Two cities concentrated on identify-

ing talented youth from these groups and on ascertaining critical circumstances influencing their performance. Other cities utilized still different approaches. The preliminary estimates of these activities indicate that they were, in some instances, surprisingly effective, and in all cases, enlightening and promising.

Encouraged by preliminary reports, the Bureau has this fall continued to assist in the encouragement of such activities and in the extension of such projects to a number of other upstate cities.

Another facet of this undertaking, envisaged by the Bureau for 1960–61, is the installation of pilot projects in one or two upstate rural areas in order to investigate the appropriateness and effectiveness of the above type of approaches in predominately rural regions.

The Bureau is planning to devote forthcoming issues of its publication, *High Potential*, to a more detailed review of the aforementioned projects, and to a bibliography of recent resource materials of potential assistance to interested parties.

Growth of Counselor Groups Seen

THE PAST DECADE HAS SEEN THE DEVELopment and growth of local school counselor groups in New York State. This fall, the Bureau of Guidance reports 40 active "County Counselor Groups." Some of these local informal organizations were formed about 10 years ago following a series of 12 area workshops sponsored by the Bureau. Almost every county, including some in New York, is represented.

Programs and agendas sent to the Bureau by many group chairmen indicate as primary objectives the interchange of effective ideas, practices and techniques toward better counselor services for pupils. All programs provide four or more meetings during the school year. The average is six meetings divided equally between fall and spring terms.

Group sizes vary with location in the State; in some, the membership is a dozen and in others, from three to five times that number. Aim, purposes and accomplishments also may change from year to year.

There is good evidence of productive results: counselors meet with other professionals in groups including college admissions officers, personnel officers of business and industry, vocational educators and social welfare agencies. The groups also organize workshops, inservice education programs, and intercounty conferences on themes of common interest. County counselor groups in the northern area, for example, cooperatively arranged recently the fourth international guidance conference involving their groups with guidance personnel in southern Ontario, Canada.

Results Seen Satisfactory

Local administrative satisfaction with results of the sessions has often led to permission for the use of part of a schoolday to meet the needs of the group program. In some cases administrators join with counselors in one of the meetings each year. The Bureau of Guidance regards this growing development of grassroots professionalization as a very worthwhile undertaking and lends its staff support wherever possible.

Guidance Meetings Held on Long Island

Area supervisors to aid in training program arranged for new guidance counselors

PANEL MEMBERS and participants at one of the Long Island Personnel and Guidance Association inservice meetings are, left to right: Stanton D. Plattor, director of pupil personnel services, Plainedge Public Schools; Mrs. Edna L. Klages, former director of Long Beach guidance services; Edward T. Carine, Jr., president of the association and executive committee chairman, Hofstra College; Burton Thelander, associate in the Bureau of Guidance, State Education Department, and Alvin Briskie, director of guidance, Island Trees High School.

The Long Island Personnel and Guidance Association is sponsoring this fall an extended inservice training program for new counselors on Long Island. The project, pilot and experimental in design, emerges from planning by the association executive committee and represents long expressed desires on the part of Nassau and Suffolk guidance personnel. The program is primarily directed to counselors either new to guidance or new to Long Island, and its content will not duplicate graduate courses in guidance. A committee has met during the past several months at Hofstra College and has called on many area guidance supervisors for aid in the course construction and planning.

Topics for the five sessions of the series include: "Typical Long Island Guidance Programs," "Community Resources," "Professional Organizations for Counselors," "Post High School Advisement," "Implementing the Guidance Program" and "Relationship of Counselors to Other Pupil Personnel Services."

Association president, Edward Carine, as executive committee chairman, has appointed Mrs. Edna L. Klages, until recently director of Long Beach guidance services, to take charge of the final planning, course content and personnel for each session. Burton Thelander, associate in the Bureau of Guidance of the State Education Department, has assisted the committee.

Bureau Host at Regional Conference

Supervisors and counselor educators conduct panel presentations on training programs of 1975

AN ATMOSPHERE of informality pervaded the outdoor sessions and discussions held in Grossinger this fall during the regional conference of North Atlantic Guidance Supervisors and Counselor Trainers. Seated are: George Hinrichs, professor of education, St. Bonaventure University; George Hudson, conference cochairman, assistant professor of counselor education, Pennsylvania State University, and Henry L. Isaksen, associate professor of education and chairman, department of counselor education, Boston University. Standing are: John Brochard, assistant professor, graduate school of Education, Rutgers, The State University; Carroll H. Miller, specialist, preparation of pupil personnel workers, U.S. Office of Education; Martin Hamburger, assistant professor of education, New York University, and Robert Mathewson, professor of education, board of higher education, New York.

The Bureau of Guidance served as host to the annual regional conference of North Atlantic Guidance Supervisors and Counselor Trainers held at Grossinger's Hotel in Grossinger, under the theme, "Guidance — 1975." Representatives from nine States participated in the conference.

Dr. Hubert W. Houghton of the Bureau and Dr. George Hudson, Pennsylvania State University, served as cochairmen.

Bruce E. Shear, Director, Division of Pupil Personnel Services, presented the keynote speech, "The Guidance Program — 1975." Reactions to the speech were

given by C. C. Dunsmoor, director, Board of Cooperative Educational Services, Northern Westchester County, and Harold D. Watson, director, BOCES, Putnam County.

Following panel presentations by State supervisors and counselor educators on the State supervisory and counselor training programs of 1975, the conference divided into three groups to consider implementation and attendant responsibilities of the guidance program of 1975. Chairmen of these discussion groups were Dr. Robert Mathewson, professor of education, Board of Higher Education, New York City; Dr. Dugald S. Arbuckle, professor of education, Boston University, and Dr. Robert Hoppock, professor of education, New York University.

Other topics considered by the conference included the Chicago counselor trainer conference, the student defense loan program, the new guidance evaluative criteria, research projects of the North Atlantic region and future activities of the region.

The United States Office of Education was represented by Donald Twiford, specialist, program organization, and also president of NAGSCT, and Carroll H. Miller, specialist, preparation of pupil personnel workers.

Supervisors Meet in Kansas

State supervisors of guidance, counseling and testing met recently in Kansas City, Kans., in their first national conference since 1950. The conference was sponsored by the United States Office of Education.

Representing the State Education Department were: Bruce E. Shear, Director, Division of Pupil Personnel Services, who gave the banquet address, "Major Issues in the Improvement of Guidance Services"; Victor A. Taber, Acting Bureau Chief, Test Development; Paul B. McGann, supervisor, Bureau of Guidance, and Dr. Hubert W. Houghton, supervisor, Bureau of Guidance, who addressed the conference with respect to "Effective Utilization of the State Staff — Policies and Procedures" and served as a final panelist concerning recommendations for a State supervisory program of continuing action.

Agenda topics included: the philosophical concepts underlying the development of guidance services, and the role of the State guidance office.

Area Meetings Conducted

The Bureau of Guidance conducted 17 area meetings for local personnel new to guidance services during the latter half of November. These one-day meetings, which extended from 9:30 a.m. to 3:30 p.m., were attended by over 200 counselors, administrators and other interested educators.

The informal program, under the direction of a staff member from the Bureau of Guidance, included a review of the organizational pattern of the Division of Pupil Personnel Services and the Bureau of Guidance at the State level; the services and materials available from the Bureau, the general pattern of guidance progress in the State and discussions regarding local guidance program development.

Materials available from the Bureau of Guidance were exhibited and counselors signed requests for specific publications which they wished to have mailed to them.

Problems encountered by the beginning counselors were considered during the session and were recorded for future meetings of a similar nature.

Summary of Commissioner's Decisions

DECISIONS OF THE COMMISSIONER UNDER section 310 of the Education Law since the last issue of the BULLETIN TO THE SCHOOLS are listed below.

ZONING — SCHOOL BUILDINGS (approval of plans) (site) (zoning)

Appeal from determination of respondent to erect schoolbus garage on school land near homes of appellants — previous approval of plans and specifications is not determinative of issues here — site selected has advantages over another site abandoned by respondent — appellants contend, however, value of their homes will be affected — no basis for finding respondent arbitrary — appeal sustained, however, to extent that matter remanded to respondent to screen area in question from view by plantings or other appropriate means.

Matter of Rey et al., Decision No. 6853

CONTRACT (purchase) — BIDS (purchase contracts) (responsibility) (specifications) — General Municipal Law § 103

Appeal from award of contract for classroom equipment and storage units, classroom furniture and library equipment to bidders higher than appellant — fact that appellant did not total amounts is not sufficiently serious to justify noncompliance with statute requiring contract be awarded to lowest responsible bidder (General Municipal Law § 103 — since no delivery date was specified by respondent, appellant was justified in assuming dates would be given to him on award of the contract — respondent admitted that some of the items in question were in use in the district although it contended it could not identify the items by catalog numbers referred to by appellant — respondent had previously awarded contract for similar equipment to appellant, which presupposes respondent found appellant responsible bidder — respondent admitted that although no samples of classroom furniture were submitted, it purchased same line of furniture in past — discrepancies in description existed between "Form of Proposal" and specifications in relation to library equipment so that no bidder could know which items to bid on — appeal dismissed as to classroom furniture and storage units — appeal sustained to extent contract for classroom furniture be awarded to appellant and award of contract for library equipment set aside and respondent ordered to readvertise therefor.

Matter of McHugh, Decision No. 6854

School Lunch Managers Awarded

Mrs. Helen Coston, formerly school lunch manager at Broadalbin Central School, was among the four members who received scholarships presented at the first general session of the American School Food Service Association annual meeting in Washington, D.C., October 2. Mrs. Coston is a 1950 graduate of State University of New York, Agricultural and Technical Institute at Morrisville. Since her graduation, she has had experience in hospital and commercial food service and for the past four years has held the position at Broadalbin.

Interest in continuing formal education has encouraged her to attend classes the past two years at Russell Sage College, evening division. Enrolled this year at the college as a full-time student, Mrs. Coston has resigned her position at Broadalbin.

Mrs. Ruth Deis, school lunch manager, Thomas A. Knickerbacker Junior High School, Troy and Mrs. Florence Mudge, school lunch manager, Ravena-Coeymans-Selkirk Central School, Ravena, were recipients of the Margaret E. Prentice Scholarships at the annual meeting of the New York State School Food Service Association, Elmira, November 11. Two scholarships of $100 each presented annually encourage school lunch managers to continue education in the field of school food service. Requirements include membership in the association and employment in a nonprofit school lunch program.

Scholarships offered by the American and State School Food Service Association provide financial assistance and encouragement for members to continue education.

Adult Educators Meet in Denver

DR. EDWIN R. VAN KLEECK, ASSISTANT Commissioner for Pupil Personnel Services and Adult Education, and R. J. Pulling, Chief, Bureau of Adult Education, attended the joint annual conferences of the National Association of Public School Adult Educators and the Adult Education Association of the U.S.A. in Denver, Colo. in October. Over 600 adult educators, including representatives from 38 states and several other nations attended.

R. J. Pulling was the recipient of one of NAPSAE'S three outstanding service awards for unusual contributions to the quality of public school adult education.

The common theme for both conferences, "Building Bridges of Understanding," guided the discussions of all sessions into aspects of cooperation and communication among the groups making up our society. The keynote address by Arthur S. Corey, executive secretary of the California Education Association, was based on the topic, "Strengthening Adult Education by Strengthening Professional Relationships," in which he stressed the need for educators to stand as a united profession to protect all levels of public education lest critics dilute all education by a piecemeal approach of destroying or diminishing parts of the educational program. Other sessions of the NAPSAE conference dealt with improving understanding through better relationships with educational groups; State organizations, organs of mass media and local school boards, as well as devoting time to a study of public relation techniques.

One of the highlights of the conference was the first NAPSAE and AEA joint banquet. The speaker was Robert J. Blakely, vice president, Fund for Adult Education, on the topic, "The Next Human Nature." In his remarks, Mr. Blakely emphasized that man must grow in stature in the next decade and transcend himself in order to solve the great social and educational problems facing the nation and the world.

Three members of the New York State Regents Advisory Council were active at the conference: Dr. George D. Crothers, New York, was chairman of general session on mass media; Theodore L. Mastersson, Snyder, served as chairman of a session on improving relations with the school board, and Harrison Otis, Woodmere, was a consultant at a session for officers of State associations.

Other Department staff members and New York educators assisting in conference leadership included Arthur P. Crabtree, head, Adult Civic Education, who was a speaker at the AEA section on education for non-English speaking adults. Mr. Crabtree is a member of the AEA executive committee and served as parliamentarian for the AEA delegate assembly. Angelica W. Cass, associate in Americanization and adult education, was chairman of the AEA session on education for non-English speaking adults and the NAPSAE membership coordinators luncheon. Dr. Carl E. Minich, director of adult education, Snyder, was the 1960 President of NAPSAE, assisting in planning the conference and serving as chairman of the general sessions. Adrian H. Wood, president of the New York State Association of Adult Educators and the director of adult education at Chateaugay, was chairman of the administrative workshop for leaders in rural areas.

Two-day Conference Held in Albany

New techniques of instruction clarified by demonstrations

PAUL T. WILLIAMS
Supervisor, Educational Communications

THE DIVISION OF EDUCATIONAL COMMUNICATIONS held a two-day conference on October 17 and 18, in its new quarters on the 10th floor of the new wing of the Education Building. Dr. Loran C. Twyford, consultant on educational communications, served as chairman.

In attendance at the conference were 29 full-time audiovisual directors representing school systems in this State, ranging in size from New York to large central schools.

In addition to the directors previously mentioned, the professional staff of the Division of Educational Communications, the Commissioner of Education, the Associate Commissioner for Cultural and Special Services, the administrator of Title III, National Defense Education Act, his assistant and the State supervisors of foreign languages, mathematics and science participated directly in the program and also served as resource people for their specific areas of responsibility under Title III.

The conference objectives may be summarized as follows:

1. **To develop a better understanding of the workings of Title III, NDEA through presentations by and discussion of problems with our Department staff members who are administering and directing the various programs**
2. **To acquaint conference members with the organization of the Division and the services it can render to the schools**
3. **To exchange ideas and experiences and to arrive at definite decisions in the Title III areas of mathematics, foreign languages and science—specifically language laboratories, teaching machines and single-camera closed-circuit operation**

Demonstrations and discussions, led by members of this Division, served to clarify various new techniques of instruction. Special projects and experiences in the areas under discussion were presented by the visiting directors. In some instances, materials which had been prepared for various school systems audiovisual programs were demonstrated to the group.

Various Topics Presented

The program included a talk by Commissioner Allen entitled "The Challenge of Educational Communications" and a presentation of "A Statewide Design for Television" by Dr. Hugh M. Flick, Associate Commissioner for Cultural and Special Services. Among the other topics presented

were "Conference Objectives" by Francis E. Almstead, Consultant on educational television; "Title III At Work" by Dexter G. Tilroe, Donald G. Terhune, Paul M. Glaude and Frank S. Hawthorne; "Language Laboratories" by Donald L. Horsman and Thomas Paolucci, associates in educational communications; "Single Camera Closed Circuit Television" by Loran C. Twyford, and Leonard B. Ambos, associate in educational communications; "School System Closed Circuit Television" by Francis E. Almstead; "Research" by Hildreth H. McAshan and John G. Church, associates in educational communications, and "Teaching Machines" by Loran C. Twyford.

The Division of Educational Communications plans to conduct a series of statewide conferences and regional workshops in the various geographic areas of this State. These conferences and workshops will be a continuation of this conference on a smaller scale.

AN ADJUNCT to the series of statewide workshops and conferences conducted by the Department's Division of Educational Communications is the mobile television instructional materials unit. In foreground is Leonard B. Ambos, a Division associate.

Validation Forms Mailed

The Bureau of Teacher Education and Certification has announced that it mailed during the week of October 17, the necessary forms TC–50 and TC–51 for the school year beginning September 1, 1960. These forms pertain to validation of services of uncertified teachers. It is requested that any superintendent not receiving these forms should notify the Bureau of Teacher Education.

Handbook Published

A handbook for teachers, parents and school administrators written by Bernice B. Baumgartner, associate in education of mentally retarded, Bureau for Handicapped Children, has been published by the Bureau of Publications, Teachers College, Columbia University. The handbook, *Helping the Trainable Mentally Retarded Child*, constitutes the second document in the Teachers College Series in Special Education.

Leadership in Homemaking

Conference theme, "strengthening local homemaking education programs through effective leadership," put into practice

RUTH-ELLEN OSTLER
Associate, Bureau of Home Economics Education

A PLAN FOR "CUSTOM-MADE" LEADERship for the improvement of local programs of homemaking education was initiated in 1933. Forty-five local leadership teams are formed through the election each year of one leader and one leader-elect from the homemaking teachers group within a county or district. Increasingly enthusiastic response from the teachers and progress in the achievement of group goals warranted in 1954 the use of Federal funds for reimbursement of these leaders.

Each group may have additional officers or committee chairmen in relation to the needs of its membership. To complete the team, a member of the supervisory staff of the Bureau of Home Economics Education or the teacher education staff of one of the colleges or a city supervisor serves as consultant for each group.

FHA Districts

Homemaking teachers serve as adult leaders in the 12 districts of the Future Homemakers of America to coordinate the activities of the organization. Each district is comprised of from two to seven counties. Future Homemakers of America is a national organization designed to strengthen homemaking education through direct leadership of youth. Serving as consultants for this team are the State and assistant State FHA advisors affiliated with the Bureau of Home Economics Education.

Operating as a team enables the sharing of responsibility for group purpose and guidance in developing as a functional unit. Extended contacts in resource identification and program development are possible.

The term of the leader-elect has been called a year of inservice training before assuming full leadership responsibility. During the year she assists the leader in a variety of ways and aids in planning and carrying out the program.

In the fall of the year, a leadership conference is sponsored by the Bureau of Home Economics Education to provide guidance for the county and FHA district leaders and to stimulate development of an effective program of work for the year. Strengthening local homemaking education programs through effective leadership was the aim of the 1960 conference held September 15–17 in Elmira. Actual leadership experience was achieved through the participation of the leaders in planning and carrying out the conference.

FHA leaders identified roles of district leaders and officers and considered ways of working with others in planning rallies and stimulating youth leadership. Particular at-

tention was given to the development of a handbook for FHA district leaders which will be available in the near future.

One function of the conference was the coordination of State policy and trends and local educational practices with the leaders serving as the liaison agent. During the final session of the Elmira conference, Dorothy S. Lawson, Chief of the Bureau of Home Economics Education, discussed local planning in her topic "New Directions for Homemaking Education," highlighting the need for:

- **Coordination of efforts with others in the locality who share similar goals concerning juvenile delinquency**
- **Emphasis on aiding pupils to identify and apply fundamental principles and concepts in solving problems**
- **Identifying basic competencies**
- **Conducting sound experimental programs**
- **Developing improved international understanding**
- **Giving careful consideration to effective use of time**
- **Developing regard for the needs of older people**
- **More careful interpretation of homemaking education**

Value of Reports Indicated

EVER-EXPANDING SCHOOL POPULATIONS and our advanced technological society make increasingly valuable the information gained through various kinds of homemaking education annual reports. In addition to providing a basis for reimbursement of Federal funds, the data, assiduously gathered and reported by school personnel, offer one of the most efficient means for examining the progress of educational programs and indicating demands of the future when planning for quality.

Each year the Bureau of Home Economics Education issues several forms designed to aid in determining the scope of contribution of the homemaking education program in New York State. The staff of the Bureau is most appreciative of the prompt response by administrators and homemaking teachers who completed one or more of these forms during the school year 1959–60. A look at the data in comparison with those of other years leads to interesting and revealing trends.

Homemaking education is widely recognized as a part of the total school curriculum. In upstate New York alone there were, in 1959–60, 1,787 homemaking teachers in 1,221 homemaking departments located in 704 towns, villages and cities. When compared with the year 1954–55, the figures show an increase of 365 teachers, the establishment of 116 new departments, and an additional 34 communities offering homemaking education in their schools.

Increasing interest in the contribution of the basic sequence in homemaking education is shown as reports give evidence that enrollment in homemaking 3 increased by more than 56 percent from 1954–55 to 1959–60, and the number of schools offering the basic sequence jumped from 319 to 422 in the same period. This program is comprised of homemaking 1, 2 and 3, a sequence primarily designed to prepare youth for broad responsibilities as homemakers. Within these three years of study

are included learnings in all phases of education for homemaking. Among them are management and consumer economics, health and home care of the sick, child development, housing and home care, personal and family relationships, clothing and textiles, and foods and nutrition. The need is evident for continued stress on defining basic learnings and providing stimulating experiences through which students may develop desired values in relation to the changing world in which they live.

Homemaking 5 is a course designed to provide learnings which will help senior boys and girls prepare for successful marriage, parenthood, and personal, family and community living. Reports indicate that 118 more schools offered this course in their programs in 1959–60 than five years before. Over a period of the last 10 years, the number of students electing homemaking 5 has increased by 446 percent. Such interest encourages continual strengthening of this course that it may serve as one line of defense in a society where lowered marriage age, rising rates of juvenile delinquency and problems of broken homes contribute to the complexity of life.

The organization, Future Homemakers of America, is an integral part of the total program of homemaking education. It provides opportunities for youth to take the initiative in leadership activities which contribute to the overall goal of improving home and family living. Students who have completed one course in homemaking education at the junior or senior high school levels may become members of FHA. As this is a national organization, affiliated chapters are found in every State and the United States Military School on Guam.

During 1959–60, 305 chapters with 7,568 members participated in local and State activities of the New York State Association of Future Homemakers of America. This represents an increase in the last five years of 46 chapters and 1,788 members. The significant number of students who choose to enrich their educational experience through this medium lends strength to the application of efforts in expanding the FHA program throughout the State.

Last year 12,744 boys were enrolled in homemaking education classes, a figure more than four times as great as that for 1955–56. The fact that 93 percent of these boys are members of classes for both boys and girls is indicative of increasing recognition that preparation for home and family living is a joint responsibility and stimulates the development of experiences that promote effective learning for all youth.

Programs Needed

Of prime concern to today's educators is the need for stimulating programs of continuing education for out-of-school youth and adults. Reports for programs of adult homemaking education reveal an evolving demand for courses oriented to meet specific needs in all areas of home and family living. Application of efforts is warranted in providing guidance for planning a diversified curriculum to help mature individuals continue to learn.

Indications of teacher needs are also apparent when the results are examined. To be alert to the needs of their students in a society which is far from static, homemaking teachers more than ever before must have a firm foundation of preservice preparation in qualified institutions and continuous, stimulating inservice graduate study. The supply of certified teachers does not yet meet the demand for their services. For over 300 positions in upstate New York in 1959–60, administrators were unable to find fully qualified homemaking teachers. The challenge disclosed by this fact is one of recruitment.

Reports show that 63.5 percent of the homemaking teachers in upstate New York are married, spotlighting the need for devising new and challenging programs for graduate study. Consideration must be given to provision for professional advancement for those teachers who have responsibility for the care of small children, and for the substantial number of women who are returning to the field after an extensive absence.

Degrees Awarded

The colleges and universities of New York State in 1959 awarded bachelor's degrees to 197 young women prepared to enter the field as teachers of homemaking. One hundred and forty-eight of these graduates served as first-year homemaking teachers in 1959–60. An additional 76 teachers, prepared in out-of-State institutions, entered the schools of New York State as new teachers last year. The responsibility is recognized by college educators and the supervisory staff of the Bureau, for a continuing program of visits and conferences to aid in providing guidance in adjustment to new positions and in developing understanding of the homemaking education program in this State.

Specific information obtained from these annual reports in relation to schools and teachers provides a picture of the homemaking education program and enrollment for each phase. Seemingly the "last straw" in the lives of the busy teacher and administrator, it is obvious that careful completion of reports renders a service far greater than the mere collection of an impressive body of statistics.

Department Publications

Teacher's Guide for the Appraisal of Arithmetic Ability in Business Arithmetic Classes

This booklet contains two appraisal forms to be administered at the beginning of each term of business arithmetic classes. The results obtained will furnish teachers with useful information for planning instruction.

Graphs and Statistics — A Resource Handbook for Teachers of Basic Mathematics

Characteristics of different types of graphs, tables and statistical materials are considered in this booklet. Activities are suggested to help students learn to prepare and use such materials.

Fiction for Superior Students, Grades 7, 8 and 9

50 from the Fifties — Notable Books, for Grades 7, 8 and 9

These are similar booklists published during the current year.

Guidelines for the Future

This brochure is a picture report on the first two years of broadcasting by the Regents Educational Television Project on Channel 11 in New York City, which serves the metropolitan area and extends into New Jersey, Pennsylvania and Connecticut. The second part of the report deals with the Regents Closed-Circuit Project, which encompasses Cortland's five elementary schools, its junior-senior high school and the K–12 central schools of Truxton and Virgil.